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ABSTRACT

The Civil War in Literature is a course in which investigation is made into the legacy that this war left to humanity. Through the reading and discussion of literary works written during or about the Civil War, including "Jubilee," "Gone with the Wind," "Red Badge of Courage," poetry by Walt Whitman, and the essays of Frederick Douglass, students may become keenly aware of conflict between families, national heroes, and differing views of the abolition of slavery. The course suggests methods, techniques, and approaches for appraising the war, its causes, solutions and aftermath, which should result in a greater understanding of human nature and of present day conflicts. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

CS 200 017

LANGUAGE ARTS
The Civil War in Literature
5113.45
5114.82
5115.82
5116.82

DIVISION OF INSTRUCTION • 1971

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THE CIVIL WAR IN LITERATURE

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English

Written by Dave Boone
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Course Number

COURSE TITLE: THE CIVIL WAR IN LITERATURE

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COURSE DESCRIPTION: The reading and discussion of literary works written during or about the Civil War including Jubilee, Gone with the Wind, Red Badge of Courage, poetry by Walt Whitman, and the essays of Frederick Douglass.

I. PERFORMANCE OBJECTIVES

A. Presented with a variety of stimuli, students will identify writers of Civil War literature and their works.

B. Presented with a variety of topics, students will identify selected highlights in Civil War literature.

C. Provided with proper background, students will identify selected unique characteristics reflected in the literature of the Civil War.

D. Given the proper techniques, students will analyze the literary forms of the Civil War era.

E. Given a definition of "stereotypes," students will evaluate the use of stereotypes in Civil War literature.

F. Having read a novel, several short stories and poems, students will identify motifs in Civil War literature.

G. Provided with the proper background, students will investigate the use of ambiguity in Civil War literary forms.

H. Through an examination of paintings, diaries, letters, biographies, autobiographies, essays, poetry, plays, novels, etc., students will compare and contrast attitudes of contemporary writers and authors on Civil War literature, the Emancipation Proclamation, freedom, democracy and other subjects.

I. Given specific techniques, students will discuss symbolism in Civil War literature.

II. COURSE CONTENT

A. Rationale

The Civil War in Literature provides a process through which students and teachers can make serious investigation into the legacy that this particular war left to humanity.

Through the study of this course students may become keenly aware of the four years of conflict between brothers, cousins, friends and families; a rich body of literature of every form; national heroes such as Robert E. Lee, Ulysses Grant, Abraham Lincoln, and Jefferson Davis; differing views of the abolition of slavery.

This course suggests methods, techniques, and approaches for appraising the war, its causes, solutions and aftermath which should result in a greater understanding of many present day conflicts as well as a better general understanding of human nature.

B. Range of subject matter

1. Identification of literary forms as a foundation for better understanding of writings produced during and after the war.

2. Examination of slavery as the prime cause of the Civil War.

3. Evaluation of the fugitive slave laws and their effects upon the North and the South.

4. Differentiation between the slave narrative and the narrative written by the Northerners and Southerners who participated in the war.

5. Demonstration of the awareness of the effects of literary writings upon the conscience of the North and South...the effects the war had upon the economy and the styles of living.

6. Analysis of symbolism in Civil War literature.

7. Internalization of the meaning of liberation from slavery and the restoration of the Southern states to the United States.

8. Determination of the role the sea played in the final outcome of the war.

9. Explanation of how these new findings, understandings and recommendations will help to shape a better future based upon human understanding, moral, and ethical responsibilities.

10. Interpretation of the need for a whole literature and a whole people working for a common cause and a common goal.

11. Comparison of the "Old South" in Mitchell's Gone with the Wind with the "Reconstruction South" in Walker's Jubilee.

12. Examination of Scarlett O'Hara's role as the symbol of the South during the Civil War and the end of an era and life style.

III. TEACHING STRATEGIES

A. Lay the foundation for identifying Civil War literature and present a short film entitled Background Issues on the Civil War.

B. Give a brief lecture on symbolism and ambiguity in literature, especially Civil War literature.

C. Introduce a short lesson on logical reasoning with emphasis being placed upon understanding and demonstration of the ability to construct a syllogism.

D. Present to the class selected readings and films from the following lists.

1. Books

Civil War in the Making. A look at the real causes of Civil War

The Many Faces of the Civil War. An excellent picture of some leading Civil War heroes and their frustrations

The Civil War at Sea. Shows what could have happened if the Union had lost the war at sea

Frederick Douglass: Selections from his Writings

Negro Life and History: I Too Am America. Letters by Slaves and others who participated in the Civil War

The Negro in America. Negro heroes on the sea

Susie King Taylor, Civil War Nurse

Flags of American History

"Man and Boy," Ebony Volume XXVI, April, 1971. Struggle of father and son, post Civil War days

2. Films

Background Issues of the Civil War

Lincoln: Gettysburg

Frederick Douglass: The House on Cedar Hill

The Civil War and Reconstruction

The Red Badge of Courage

Proud Rebel. Story of proud rebel who travels north seeking medical aid

Major Dundee. Sierra Charribea, marauding Apache chieftain, who massacres a company of U. S. Cavalry and escapes back into sanctuary in Mexico

Civil War

Civil War: First Two Years

Civil War Period

Constitution of the United States

Lincoln In the White House (biography)

Matthew Brady: Photographer of an Era

3. Recordings

Lincoln's Gettysburg Address

Lincoln and Douglass: Years of Decision

The Monitor and the Merrimac

Whitman Cavalry Crossing of Ford, Record I, Side B

Ballads of the Civil War, Vol. 1 (tape)

4. Have students read one of the novels: Jubilee, Gone with the Wind, or The Red Badge of Courage. Have students develop a paper on the leading characters in the book that he has read. An alternate writing assignment could be a short paper on the symbolic meaning of the three titles.

5. Assign selected students to write a term paper identifying writers of the Civil War and analyzing their major works.

6. Have students prepare a pictorial evaluation of the economic impact the war had on the country by using film slides, drawings, and pictures.

7. Have students do a five-minute news broadcast on one of the suggested topics:

   a. When Cotton Was King

   b. The Shot that Shattered the Economic Bones of The South

   c. The Cabin That Sold 300,000 in One Year

   d. The Iron Ladies of the Sea That Defied Hell and Revolutionized the World

   e. The Rape of A Virgin Land

   f. Money, Horses, Food and Slaves for the Fighting Men

IV. LEARNING ACTIVITIES

Activities for objective A. Presented with a variety of stimuli, students will identify writers of Civil War literature.

1. The student will define the expression "Civil War literature."

2. After having viewed the transparencies "The Civil War Period" C. 2-300099, the student will classify data presented.

3. The student will propose and defend reasons for recognizing Walt Whitman, Albert Taylor Bledsoe, George Fitzhugh, James Russell Lowell, John G. Whittier, and others as writers of Civil War literature.

4. After reading poetry, essays, narratives, plays and letters, students will describe the conditions of the country - both North and South.

5. The student will examine and describe conditions out of which various forms of Civil War literature grew.

6. In general class discussion, students will answer such questions as:

   a. How did Southerners make a living during and after the war?

   b. On what did the North depend for a living during and after the war?

   c. What was the chief source of income in both sections before the war?

7. The student will examine the following letters:

   a. Lee's letter "To Senator Reverdy Johnson."

   b. Lee's "Farewell to the Army."

   c. Lee's Letter "To The Board of Washington College," Literature and Life in America, pp. 120-123.

8. After reading John Greenleaf Whittier's poem "Laus Deo," Literature and Life in America, the student will discuss the meaning of the title and analyze the meaning of the poem.

9. The student will compare Henry Timrod's "Charleston" with O'Hara's "The Bivouac of the Dead."

10. The student will compose his own meaning of "freedom" and paint a prose-picture of the price - both literally and symbolically - that North and South had to pay for it.

11. After having read W. E. B. DuBois' account of the Freedmen's Bureau in his book Souls of Black Folk, the student will defend the idea that DuBois' position is valid or not valid.

12. The student will read Kenneth M. Stampp's "Between Two Cultures," Slavery in the Ante-Bellum South, Chapter 8, p. 322 and defend reasons why he agrees or disagrees with Stampp's analysis of legends in which the slave-holders bestow many "kindnesses" on the slaves.

13. The students will read Larry Cuban's The Negro in America, pp. 47-50 and other sources and discover the prime reason for the Black man's participation in the Civil War.

14. In two separate groups, four in each group, with a discussion leader for each group, the student will analyze the treatment of historical data described in Margaret Walker's Jubilee as compared to John Brick's Jubilee.

15. After having read Richard Ely Danielson's short story "Corporal Hardy," Exploring Literature, pp. 355-365, the student will examine in an essay the reasons why Corporal Hardy's behavior changed after so many years.

16. The student will explain how the following poems relate to the Civil War Era:

    a. "Abraham Lincoln Walks at Midnight" - Vachel Lindsay, Exploring Literature, p. 507.

    b. "Cavalry Crossing a Ford" - Walt Whitman, Adventures in Appreciation, Classic Edition, p. 365.

    c. "Nancy Hanks" - Rosemary and Stephen Vincent Benet, Adventures in Reading, p. 262.

    d. "A Farmer Remembers Lincoln" - Writter Bynner, Adventures in Reading, p. 263.

17. The student will read William Melvin Kelley's short story "Cry for Me," American Negro Short Stories, pp. 248-263 and justify the statements about the Slave's attitude toward slavery.

18. The student will keep a notebook of vocabulary and definitions including such terms as the following:

    a. scalawag

    b. Fourteenth Amendment

    c. Ku Klux Klan

    d. Reconstruction

    e. sharecropper

    f. carpetbagger

    g. Thirteenth Amendment

    h. impeachment

    i. Black Codes

    j. rehabilitation

19. The student will integrate the information found in W. E. B. DuBois' book John Brown with additional information from other sources about Brown.

Activities for objective B. Presented with a variety of topics, students will identify selected highlights in Civil War literature.

1. The students will listen to a recording of "The Gettysburg Address," and examine its meaning.

2. The students will examine the impact that the Lincoln-Douglas Debates had upon the country.

3. The students will dramatize one of the Lincoln-Douglas Debates.

4. In an expository composition, each student will cite evidence that Harriet Stowe's Uncle Tom's Cabin was a major blow to the slaveholding states and slave masters.

5. The students will read the narrative, Life of Frederick Douglass and discuss opinions and reactions in small groups.

6. After viewing a short film, Matthew Brady: Photographer of an Era and visual media such as paintings, sketches, photographs, etc., students will discuss their reactions.

7. The students will compare a selected hero of the Civil War with a selected hero in Greek Mythology.

8. After listening to the recording: Walt Whitman: Eyewitness to the Civil War, the students will examine the validity of Whitman's account of the war in small group discussions.

9. After reading Chapter 5 of The Negro in the Making of America, The Civil War in the Making, pp. 22-27 and other sources, the students will pinpoint a single cause of the war. The students will justify their reasons for a single choice.

10. The students will write an original one act play, a short story, or a narrative poem of General Sherman's march through Georgia.

11. The students will compile an anthology of original student writings of the Civil War.

12. The students will write and produce a short radio play of one of the following:

    a. General Pickett's Charge

    b. Lee's Surrender to Grant

    c. The firing on Ft. Sumter

    d. The battle between the Monitor and the Merrimac

    e. Robert Small's daring capture of The Planter

    f. A slave's escape through The Underground Railroad

    g. John Brown's Raid on Harper's Ferry, etc.

13. The students will give a series of individual reports on the various roles of the Black man in the war.

14. In small group discussions, the students will discuss the meaning of Lincoln's Emancipation Proclamation and its effects upon the slaveholding states.

15. The students will discuss critically:

    a. Uncle Tom's Cabin

    b. The Red Badge of Courage

    c. "O Captain My Captain"

    d. The Negro's Civil War

    e. The Biography of General Ulysees S. Grant

    f. "Dixie"

    g. "Marching Through Georgia"

    h. "The Battle Hymn of the Republic"

    i. "Beat! Beat! Drums"

    j. Greeley's letter to Lincoln for a clarification of his position on "the question of slavery" and Lincoln's reply

16. The students will list the political, social and economic problems brought on by the Civil War.

17. The students will discuss Civil War literary forms and how they relate to contemporary literary forms.

18. The students will make a picture-essay depicting the economic plight of the country during the war.

19. The students will propose reasons for the quality or lack of quality of literature written during and after the war.

Activities for objective C. Provided with the proper background, students will identify selected unique characteristics reflected in the literature of The Civil War.

1. The students will review the meaning of symbolism and ambiguity.

2. After viewing Crane's The Red Badge of Courage, the students will discuss in small groups the symbolism used in the film.

3. After reading Walt Whitman's "When Lilacs Last in the Door Way Bloom'd" Adventures in Reading and Robert Penn Warren's essay "The Legacy of the Civil War," the students will classify and substantiate his views of poet and essayist as belonging primarily to the Civil War era.

4. The students will research and report to the class on unique characteristics reflected in literature of the Civil War.

5. The students will view the film Civil War - 14Cl-12840.

6. The students will read "Lee," Adventures in Appreciation, p. 218 and other selections on Lee's surrender to Grant and make a list of at least twenty-five adjectives describing the characteristics of the surrender,(i.e., heroic, gallant, etc.).

7. The students will develop a chart showing on one side the major characteristics reflected in Civil War literature and on the opposite side showing the characteristics of Victorian and contemporary literature.

8. The students will write a narrative which reflects the characteristics of Civil War literature.

9. In small groups the students will discuss predictable changes in the literary form in the ten years following the war.

10. The students will dramatize one of Walt Whitman's Civil War poems.

11. After having read Lowell's "Our Fathers Fought for Liberty" Adventures in Appreciation, p. 212, the students will compare the poem with one written by a contemporary poet on the same subject.

12. The students will design posters which illustrate the titles of narratives, biographies, short stories, plays, etc. written during the Civil War or written about the Civil War.

13. In small groups or individually, the students will examine three novels, three plays, and three short stories for their Civil War characteristics.

14. After having read narratives by Frederick Douglass and others, the students will formulate hypotheses about this literary form and its value in communicating ideas to the reader.

15. The students will differentiate between letters written during the Civil War including those written by Horace Greeley to Abe Lincoln and those written by Lincoln to Mrs. Bixby and others.

Activities for objective D. Given the proper techniques, students will analyze the literary forms of the Civil War Era.

1. The student will state his own definition of the term ballad.

2. With the aid of the dictionary, the Adventures series and other sources, the student will discover the characteristics of the ballad.

3. The students will listen to "Ballads of the Civil War" Vol. 1 3-20307 for the purpose of examining the meanings and structure of the ballads.

4. The students will bring to class guitars and other necessary instruments and perform some of the selected ballads.

5. After a critical examination of songs like: "Marching through Georgia," "Dixie," "Tramp, Tramp, Tramp," "John Brown's Body," and others, the students will compose their own song or ballad.

6. The students will organize a committee to evaluate the songs and ballads. The students will perform the ballads chosen by the committee.

7. After examining the narrative Life of Frederick Douglass, the student will cite additional evidence to justify Douglass' analysis of the evils of the institution of slavery.

8. The students will investigate the structure and content of "A Narrative of the Uncommon Sufferings and Surprizing Deliverence of Briton Hammon, a Negro Man" p. 5 Negro Life and History: Introduction to Black Literature in America and others and in small groups discuss critically the findings.

9. When the student has read several narratives, he will write an original narrative set during a specific battle or time of the war.

10. The students will discuss the value of the narrative as a medium of communication during the Civil War.

11. The students will compare and contrast the ballad with the narrative and specify the characteristics of each.

12. The students will choose a group to rewrite "The Kidnapping and Enslavement of Olauda Equiano, or Gustavas Vassa, the African," p. 9 Negro Life and History: Introduction to Black Literature in America into a short story or play and record it at 3-3/4 speed and present it to the library for future use.

13. The students will examine Lieutenant General Richard Taylor's narrative of Stone Wall Jackson's campaign of 1862.

14. The student will examine, investigate, and evaluate the Civil War poetry of:

    a. Walt Whitman

    b. John Greenleaf Whittier

c. Stephen Vincent Benet

d. James Russell Lowell

e. Vachel Lindsay

15. The student will write an investigative paper on a form of literature inspired by the Civil War such as: religious, economic, political, etc.

Activities for objective E. Given a definition of stereotypes, students will evaluate the use of stereotypes in Civil War literature.

1. The students will discover in the introduction to Kaleidoscope: Poems by American Negro Poets, Read, and Scope Magazines, the dictionary and other sources, the meaning of the term "stereotype."

2. The students will investigate magazines, newspapers, TV programs, TV commercials and other sources to identify stereotyping.

3. The students will examine the Black man in Stephen Crane's "The Monster," The Red Badge of Courage (Dell Laurel Edition), the Blacks in Margaret Mitchell's Gone with the Wind and other sources and defend reasons for judging them stereotypes or non-stereotypes.

4. The students will write a short essay specifying the negative effects that stereotyping has upon a person or people.

5. In small group discussions, the students will discuss the characteristics of stereotyping and justify reasons for the use of such a strategy.

6. The students will design a bulletin board and display creative drawings of stereotyped characters.

7. The students will write a ballad, a narrative, a play or a short story in which they will stereotype one of the characters.

8. After a critical evaluation of Harriet Stowe's characters in Uncle Tom's Cabin, the students will cite evidence of stereotyping.

9. The students will write an investigative paper on the image the slave masters, journalists, essayists, poets, playwrights, novelists, and others projected of the slave in all phases of life.

10. The students will do a comparative study of four characters each in Margaret Walker's Jubilee and Margaret Mitchell's Gone with the Wind and identify how they are portrayed by each author.

11. The students will organize a Mike Douglas type TV format and interview selected classmates about the stereotypes in their original writings.

12. The students may invite members of the drama department to perform one of the original plays in which stereotypes are present.

13. The students will listen to a lecture by a local writer on the role of the stereotype in literature.

14. The students will reevaluate their previous thinking on stereotypes.

15. After collecting adequate data, the students will justify in an essay their opinions on the use of stereotyping in Civil War literature.

Activities for objective F. Having read a novel, several short stories and poems, students will identify motifs in Civil War literature.

1. The students will discover in the dictionary and other sources the meaning of the term motifs.

2. After reading James Russell Lowell's "Our Fathers Fought for Liberty," Adventures in Appreciation, p. 216, the students will discuss in small groups the themes of the two poems and compare their relationship to each other.

3. The students will view the films Freedom to Learn, 28'- B&W C, 1-10081 and Freedom to Read, 14'-C, 1-10009 and illustrate how the films may or may not relate to themes in Civil War literature.

4. The students will examine George Moses Horton's "On Liberty and Slavery," The International Library of Negro Life - Introduction to Black Literature in America, p. 92.

5. The students will identify and analyze the motifs in four of the Civil War novels they have read (e.g., Red Badge of Courage, Gone with the Wind, etc.)

6. The students will compose a narrative, poem, play, essay or short story based on a Civil War motif.

7. The students will identify the points of view from which the following stories are being told:

   a. Uncle Tom's Cabin

   b. Jubilee

   c. "Corporal Hardy"

   d. "The Man Without a Country"

   e. Gone with the Wind

   f. The Red Badge of Courage

8. The students will align with every available department in school to build a booth, on the order of a science fair booth, and display a panorama of literary achievements inspired by the Civil War.

9. After setting the stage for the project, the students will choose a panel of judges to evaluate the exhibits.

10. The students will write a rock musical based on one of the Civil War themes and dramatize it for the school population.

11. After the selection of topics and materials, the students will write a research paper comparing motifs in contemporary literature.

Activities for objective G. Provided with the proper background, students will investigate the use of ambiguity in Civil War literary forms.

1. The students will examine the meaning of the following terms:

   a. ambivalence

   b. ambiguity

   c. ambiguous

   d. connotation

   e. denotation

2. The students will participate in a discussion of the role of ambiguity in literature.

3. After investigating Frederick Douglass' essay: "Why Has the Negro of the Plantation Made So Little Progress," p. 56, "What Does July Fourth Mean to the Slave," p. 52, and "Is the Slave a Man," p. 48, Selections from the Writings of Frederick Douglass, the students will cite evidence of ambiguity.

4. The students will analyze the "Gettysburg Address," Outlooks through Literature, p. 621, and prove that it does or does not contain ambiguous qualities.

5. The students will discuss in small groups the meaning of "individualism" during the Civil War as reflected in its literature.

6. The students will quote from specific references:

   a. Evidences of moral responsibilities in literature

   b. Evidences of sensitivity in the struggle to liberate man from bondage

   c. Evidence of imagination and creativity in Civil War literature and

   d. Evidence of brotherly love in Civil War literature

7. After a critical examination of Gertrude Hartman's America: Land of Freedom and John Hope Franklin's From Slavery to Freedom, and others, the students will analyze in small group discussions the suggested meaning of freedom as applied in our democratic society.

8. The students will read "Criticism of the Freedmen's Bureau," The Negro in American Life, p. 105, and The Freedmen's Bureau as described in Margaret Walker's Jubilee, and discuss critically the findings.

9. The students will write an essay on ambiguity in Civil War literature, citing quotations from various literary works to support the position taken in the paper.

10. The students will re-investigate Crane's The Red Badge of Courage, and organize a colloquium to analyze the story's double meanings.

11. The students will read the drama Abe Lincoln of Illinois, Adventures in Reading, p. 362 and compare probable costs, both monetary and other, of an election in 1860 with an election in the 1970's.

12. The students will read Sojourner Truth's Speech on Women's Suffrage, p. 101 in The International Library of Negro Life and History: I Too Am America. In small group discussions, the students will analyze the speech.

13. The students will investigate the activities of Denmark Vesey and Nat Turner and discuss in small groups the impact Turner and Vesey had on the people of the 1850's and 1960's.

Activities for objective H. Through an examination of paintings, diaries, letters, biographies, autobiographies, essays, poetry, plays, novels, etc., students will compare and contrast attitudes of contemporary writers and authors toward a given subject.

1. Using the dictionary and other sources, the student will define the following terms:

   a. protest literature

   b. freedom

   c. war and the Negro soldier

   d. peace

   e. individuality

   f. education

   g. death

   h. slavery

   i. suffrage

   j. heroism

   k. marriage

   l. God

2. The students will view and critically examine the films:

   a. Douglass, Frederick: The House on Cedar Hill. 17' B&W. 1-13555.

   b. Whittier, John Greenleaf. 20' B&W. 1-12485.

   c. Whitman's, Walt: Leaves of Grass. 21' C. 1-12504.

   d. Lincoln in the White House. 21' C. 1-12463.

   e. Brady, Matthew: Photographer of an Era. 12' B&W. 1-05525.

3. Whenever the time permits and the occasion is right, the students will choose the appropriate film from among those listed and evaluate it for attitudes on a selected topic. (example, slavery, war, education, etc.)

4. After reading Frederick Douglass' essay "How to End the War," Selections from the Writings of Frederick Douglass, p. 62; "The Negro and the Civil War," "Negro Troops Meet the Confederates in Battle," "A Union General Praises Negro Troops," The Negro in America, pp. 47-56; Meyers' Colonel of the Black Regiment: The Life of Thomas Wentworth Higginson; Benjamin Quarles' The Negro in the Civil War, and others, the students will discuss critically in small groups the views of these different writers and authors on the use of Black soldiers in the Civil War.

5. The students will examine Walter Lowenfel's Walt Whitman's Civil War and justify Whitman's position on the use of Black soldiers in the Civil War.

6. The students will discover and defend reasons for the way the following writers and authors felt about the question of slavery as expressed in their writings.

   a. John Greenleaf Whittier

   b. James Russell Lowell

   c. William Gilmore Simms

   d. William Lloyd Garrison

e. Horace Greeley

f. Frederick Douglass

g. William Wells Brown

h. Walt Whitman

i. Henry David Thoreau

j. Albert Taylor Bledsoe

k. George Fitzhugh

l. Samuel Ringgold Ward

m. Benjamin Banneker

n. David Walker

o. W. E. B. DuBois

p. William Faulkner

q. James Baldwin

r. Ralph Ellison

s. Margaret Mitchell

t. Margaret Walker

u. Richard Wright

v. Langston Hughes

w. Claude McKay

x. Countee Cullen

y. Harriet B. Stowe

z. Leroi Jones

aa. Ralph Waldo Emerson

7. After having read Langston Hughes' "Harriet Tubman: The Moses of Her People," Exploring Literature, p. 191, the students will discuss in small groups the heroism portrayed in the essay and justify whether or not Harriet Tubman meets the criteria of a heroine.

8. The students will examine Henry Timrod's "Most Men Know Love" and "Magnolia Cemetery Ode," Literature and Life in America, p. 276 and record their impressions.

9. The students will write an essay on the effects of the Civil War.

10. The students will discuss in small groups some of the new developments in the life of literature of the [Civil War] period.

11. The students will formulate hypotheses on how and why Walt Whitman's life qualified him to speak for the common man.

12. The students will do a comparative study of the works of Mark Twain and Walt Whitman during the Civil War and Post Civil War periods.

13. The students will illustrate the role martyrdom played in Civil War literature.

14. After reading certain selected work by Mark Twain, Walt Whitman, Frederick Douglass and others, the students will recognize the subject of education in Civil War literature.

15. The students will compare Abram J. Ryan's "The Conquered Banner," Literature and American Life, p. 279 with Holmes "Old Ironsides," Heritage of American Literature, p. 360.

16. The students will discuss in small groups and justify their opinions on distinguishing aspects of humor and realism in Mark Twain's works.

17. For Twain's views on slavery and democracy, the students will examine Twain's:

    a. The Innocents Abroad

    b. The Adventures of Tom Sawyer

    c. The Adventures of Huckleberry Finn

Activities for objective I. Given specific techniques, the students will discuss symbolism in Civil War literature.

1. The students will define the term epic poetry.

2. The students will read and discuss the meaning of Benet's John Brown's Body.

3. In small group discussions, the students will interpret the meaning of courage as demonstrated in Crane's The Red Badge of Courage.

4. The students will write an essay examining the meaning of President Lincoln's statement to a mother whose sons were killed in the War Between the States. He wrote, "the solemn pride that must be yours to have laid so costly a sacrifice on the altar of freedom."

5. The students will prepare a chart showing the differences among:

   a. The Greek hero

   b. The Roman hero

   c. The Space hero

   d. The Civil War hero

6. After having read Benet's "Lee," Adventures in Appreciation, p. 218, the students will discuss the meaning of the poem as it relates to freedom and heroism.

7. The students will analyze the symbolic meaning of the following words and phrases as used in military literature, political writings, editorials, etc.:

   a. dove

   b. pair of scales

   c. donkey

   d. an elephant

   e. a flag

   f. a snake

   g. a hawk

   h. a ground hog

8. The students will recognize the use of dialects in Civil War literature, e.g., Jubilee, Gone with the Wind, and others.

9. The students will estimate the importance of dialect in Civil War literature.

10. After having become familiar with symbolism, the students will propose and defend reasons for its liberal use in Civil War literature.

11. In small groups or in a letter, the students will propose reasons why certain authors chose these specific titles for their writings:

    a. Crane: The Red Badge of Courage

    b. Walker: Jubilee

    c. Mitchell: Gone with the Wind

    d. Stowe: Uncle Tom's Cabin

    e. Benet: John Brown's Body

    f. Father J. Ryan: "The Conquered Banner"

12. After viewing the film "Constitution of the United States," 16' B&W, 1-10232 and reading Robert Sherwood's play Abe Lincoln of Illinois, Adventures in Appreciation, p. 362 discuss how the author treats the rights guaranteed to each citizen by the Constitution.

13. After reading two accounts of the Freedmen's Bureau, one by Frederick Douglass and the other by a writer of his choice, the student will organize data that shows differences and similarities.

14. The students will write a short paper on the economic impact the Civil War had upon the country.

15. After researching meanings of the work "Freedmen," including the one by Frederick Douglass in Selections of His Writings: Frederick Douglass and the one by Mable Morsbach, The Negro in American Life, pp. 104-105, the students will reorganize the data to include his own.

V. STUDENT RESOURCES

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Caughran, Alex M., Mountain Lee Harrison. High School Reading, Book 1. New York: American Book Co., 1961.

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B. Non-state-adopted supplementary materials

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Drotning, Philip T. Black Heroes in Our Nation's History. New York: Cowles Book Co., Inc., 1969.

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C. Films available at County level

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Civil War: First Two Years. 16 min. B&W JS Coronet. 1-12847.

Constitution of the United States. 16 min. C JS EBEC. 1-10232.

Freedom to Learn. 28 min. C T NEA. 1-30081.

Freedom to Read. 14 min. B&W JS Columbia University. 1-10009.

Frederick Douglass: The House on Cedar Hill. 17 min. B&W EJS McGraw-Hill. 1-13555.

Matthew Brady: Photographer of an Era. 12 min. B&W JS Jacobs, Lewis. 1-05525.

Mark Twain's Mississippi. 10 min. B&W JS EBEC. 1-04544.

John Greenleaf Whittier. 20 min. B&W JS EBEC. 1-12485.

Walt Whitman: Background for His Works. 14 min.
C JS Coronet. 1-11805.

Walt Whitman's Leaves of Grass. 21 min. C JS
F. R. Line. 1-12504.

Walt Whitman's Western Journey. 15 min. C JS
F. R. Line. 1-12505.

Abraham Lincoln. 18 min. B&W EJS EBEC. 1-12435.

Abraham Linclon: The War Years (Part 3). 18 min.
C EJS IFF. 1-22449.

(Abraham) Lincoln in the White House. 21 min.
C JS TFC. 1-12463.

_____. Lincoln Speaks at Gettysburg. 12 min.
B&W JS Film Images. 1-05393.

_____. Lincoln's Speeches and Letters. 12 min.
B&W S BF. 1-13062.

Huckleberry Finn: Huckleberry Finn and The American Experience. 26 min. C S EBEC. 1-31092.

Huckleberry Finn: What Does Huckleberry Finn Say?
27 min. C S EBEC. 1-31187.

Emancipation Proclamation. 28 min. B&W JS. 1-31129.

D. Tape recordings available at County level

Ballads of the Civil War, Vol. 1. 12 ft. 24-3-3/4
s/t edl. Media Center. 3-20307.

E. Records and record albums available at County level

Confederacy. 12" 2s 33-1/3 rpm. Columbia. 4-40414.

Lincoln's Second Inaugural Address. 12" 2s 33-1/3
rpm. Columbia. 4-40609.

Lincoln's Gettysburg Address. 10' 1s 78rpm.
Columbia. 4-30149.

Lincoln's Gettysburg Address (Complete). 12" 2s
33-1/3 rpm. Columbia. 4-40027.

Monitor and the Merrimac, The. 10" 2s 78 rpm.
Enrichment. 4-30160.

Poetic Selections: John Brown's Body. 12" 4s 33-1/3 rpm. Columbia. 4-40535.

Songs of the North and South. 12" 2s 78 rpm. EBEC. 4-40423.

F. Transparencies and units available at County level

Civil War Period. C EJS Nystrom. 2-30099.

G. Films for rental or purchase

Ideal Pictures
55 N. E. 13 Street
Miami, Florida 33132

Johnny Shiloh. 90 min.

Mosby's Marauders. 80 min.

Major Dundee. 134 min.

Proud Rebel. 90 min.